

How Acadience™ Reading Aligns with the Common Core State Standards in English Language Arts

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Acadience Reading assesses basic early literacy skills, including those listed on the Common Core State Standards (CCSS) for English Language Arts (ELA). It is important to note that Acadience Reading is a low stakes General Outcome Measure (GOM, Fuchs & Deno, 1991) designed to provide teachers with immediate feedback on student learning so they can provide adequate support for each student to successfully meet grade-level reading expectations. As universal screening tools, Acadience Reading measures are indicators of broader skill areas signaling adequate progress in mastering the CCSS for ELA.

The key skills assessed by Acadience Reading are those identified by a body of research as being predictive of achieving important and meaningful reading outcomes (NRP, 2000). Acadience Reading measures provide valuable information about student performance with respect to the five core components of reading: phonemic awareness, the alphabetic principle, reading fluency, vocabulary, and comprehension.

Alignment of Acadience Reading and the CCSS for ELA was conducted using the Achieve Model (Case, Jorgesen, & Zucker, 2004), a rigorous model of test alignment. The Achieve Model includes five criteria: balance, range, performance centrality, challenge, and content centrality. Of the five alignment criteria, content centrality is most appropriate when examining the alignment of Acadience Reading with the CCSS for ELA because the criteria compares the content of assessment items (Acadience Reading measures) to the corresponding standard (CCSS for ELA).

The alignment of Acadience Reading and the CCSS for ELA according to content centrality is shown in the table that appears on the following pages and reflects both direct and indirect alignment. The majority of the alignment between Acadience Reading and the CCSS for ELA is direct, meaning that the Acadience Reading measures directly assess corresponding standards. Indirect alignment also occurs for some measures, where the Acadience Reading measure is aligned at the substrand level but not to a specific standard(s) or requires only some elements of an anchor standard. Further detail will be provided in a subsequent technical report. An example of direct and indirect alignment for first grade is shown in the table below.

Grade Level	Strand: Reading Foundational Skills Substrand	Standard	Acadience Reading Measure	Alignment Level	Explanation
1	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Decode regularly spelled one-syllable words.	NWF	Direct	NWF assesses students' ability to decode one-syllable nonsense words by associating the most common sound with each letter and blending those sounds to decode whole words (q.v. CCSS.ELA–Literacy.RF.1.3b).
1	Print Concepts: Demonstrate understanding of the organization and basic features of print.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	ORF	Indirect	Students must recognize the organization and features of print in order to read fluently for meaning during ORF. However, the ability to distinguish features of a sentence is not directly assessed. (q.v. CCSS. ELA–Literacy.RF.1.1a)

Note: NWF=Nonsense Word Fluency, ORF=Oral Reading Fluency

For further information on the Common Core State Standards for Reading, visit <http://www.corestandards.org/>. For more information about the Acadience Reading measures, see the *Acadience Reading Assessment Manual*, available for free download at <https://acadiencelearning.org/>. For more information about how Acadience Reading Oral Reading Fluency aligns with the CCSS for ELA, see page 4.

Acadience Reading Alignment to the Common Core State Standards in English Language Arts

Grade Level	Strand	Substrand	LNF	FSF	PSF	NWF	ORF WC	ORF Retell	ORF Accuracy	WUF-R*
Kindergarten	Reading Foundational Skills	Print Concepts	●			●	Shaded areas indicate that the measure is not given at this grade level.			
		Phonological Awareness		●	●					
		Phonics and Word Recognition				●				
		Fluency								
	Literature	Key Ideas and Details								
		Craft and Structure								
		Integration of Knowledge and Ideas								
	Informational Text	Range of Reading and Level of Text Complexity								
		Key Ideas and Details								
		Craft and Structure								
		Integration of Knowledge and Ideas								
	Language	Range of Reading and Level of Text Complexity								
		Conventions of Standard English								●
	Vocabulary Acquisitions and Use								●	
First Grade	Reading Foundational Skills	Print Concepts					●			
		Phonological Awareness			●					
		Phonics and Word Recognition				●	●		●	
		Fluency					●	●	●	
	Literature	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas						●		
	Informational Text	Range of Reading and Level of Text Complexity						●		●
		Key Ideas and Details							●	
		Craft and Structure							●	
		Integration of Knowledge and Ideas							●	
	Language	Range of Reading and Level of Text Complexity						●		●
		Conventions of Standard English								●
	Vocabulary Acquisitions and Use								●	
Second Grade	Reading Foundational Skills	Phonics and Word Recognition				●	●		●	
		Fluency					●	●	●	
	Literature	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas						●		
	Informational Text	Range of Reading and Level of Text Complexity						●		●
		Key Ideas and Details							●	
		Craft and Structure								
		Integration of Knowledge and Ideas								
	Language	Range of Reading and Level of Text Complexity						●		●
Conventions of Standard English									●	
Knowledge of Language							●		●	
Vocabulary Acquisitions and Use									●	

*Available as an experimental measure. Email info@acadiencelearning.org for more information.

Note: LNF=Letter Naming Fluency, FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, ORF=Oral Reading Fluency, WC=Words Correct, WUF-R=Word Use Fluency-Revised.

Acadience Reading Alignment to the Common Core State Standards in English Language Arts, *continued*

Grade Level	Strand	Substrand	ORF WC	ORF Retell	ORF Accuracy	Maze	WUF-R*
Third Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas		●			
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
Language	Conventions of Standard English					●	
	Knowledge of Language	●		●	●	●	
	Vocabulary Acquisitions and Use				●	●	
Fourth Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
Language	Conventions of Standard English						
	Knowledge of Language	●		●	●		
	Vocabulary Acquisitions and Use				●		
Fifth Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
Language	Conventions of Standard English						
	Knowledge of Language	●		●	●		
	Vocabulary Acquisitions and Use				●		

*Available as an experimental measure. Email info@acadiencelearning.org for more information.

Note: ORF=Oral Reading Fluency, WC=Words Correct, WUF-R=Word Use Fluency-Revised.

Acadience Reading Alignment to the Common Core State Standards in English Language Arts, *continued*

Grade Level	Strand	Substrand	ORF WC	ORF Retell	ORF Accuracy	Maze	WUF–R*	
Sixth Grade	Literature	Key Ideas and Details		●				
		Craft and Structure						
		Integration of Knowledge and Ideas						
		Range of Reading and Level of Text Complexity	●	●	●	●		
	Informational Text	Key Ideas and Details			●			
		Craft and Structure						
		Integration of Knowledge and Ideas						
		Range of Reading and Level of Text Complexity	●	●	●	●		
	Language	Conventions of Standard English						
		Knowledge of Language	●					
Vocabulary Acquisitions and Use								

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Note: ORF=Oral Reading Fluency, WC=Words Correct, WUF–R=Word Use Fluency–Revised.

Oral Reading Fluency

Oral Reading Fluency (ORF) is a core measure of Acadience Reading for grades 1–6. The ORF passages have been carefully leveled at each grade to reflect an appropriate level of difficulty. The difficulty levels align closely with the Common Core State Standard’s Lexile recommendations for passage difficulty, as seen in the table below.

Common Core State Standards Lexile Range		Range of Mean Lexile Scores for ORF Passage Triads and Overall Mean	
Grade Level	Range	Grade Level	Range
Kindergarten– First Grade	Not defined	Kindergarten	Not assessed
		First Grade	490–587 Overall mean 535
Second–Third Grade	450–790	Second Grade	560–667 Overall mean 593
		Third Grade	750–813 Overall Mean 773
Fourth–Fifth Grade	770–980	Fourth Grade	787–900 Overall Mean 852
		Fifth Grade	893–943 Overall Mean 913
Sixth –Eighth Grade	955–1155	Sixth Grade	957–1013 Overall Mean 982

Careful consideration was also taken to balance the quantity of informational (expository) and prose (narrative) passages that are included in each ORF benchmark assessment triad. The proportion of expository vs. narrative passages was designed to reflect the instructional trend that students in upper elementary grade levels are asked to read a higher proportion of expository text. The percent of narrative and expository passages used during ORF benchmark assessment at each grade level is presented in the following table.

Grade	Narrative/Prose	Expository/Informational
1	67%	33%
2	67%	33%
3	67%	33%
4	33%	67%
5	33%	67%
6	33%	67%

For questions regarding Acadience Reading and alignment to the Common Core State Standards, please contact us at info@acadiencelearning.org

References

Case, B., Jorgensen, M., & Zucker, S. (2004). *Alignment in Educational Assessment*. New York: Pearson Education, Inc.

Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. *Exceptional Children*, 57(6), 488-500.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* [online]. Available: <http://www.nichd.nih.gov/publications/nrp/report.cfm>.